



Improving the Success of Male Students of Color in Minority-Serving Institutions

April 20, 2017

We will begin at 1:00 PM EDT

Call in: 1-888-850-4523

Access code: 565189

If joining by phone, please mute your phone

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Welcome

Technical issues: Send a message via the chat feature in the bottom left of the screen to the host

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Groups

Events

About

Help

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Welcome!



Welcome to the LINCS Community, a professional learning space for adult educators. Get involved by joining a discussion group or finding an event in which to participate. Learn more [about us](#).

Discussion Groups

Share and gain knowledge and resources in our [discussion groups](#). The LINCS Community has 16 groups focused on topics important to the field of adult education. Each group is led by a subject matter expert who facilitates discussion and serves as a content expert.

@LINCS_ED Feed

Tweets

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Announcements

OCTAE - Correctional Education Position Available

by: JoM

Posted: Jul 6 2015 - 1:27pm

[Attention]: LINCS Explores Digital Badges in Adult Education, Next...

by: LINCS_Communications

Posted: Jul 6 2015 - 9:08am

Share Your Knowledge! Online Portfolios & Micro-credentials...

by: LINCS_Communications

Posted: Jul 1 2015 - 9:06am

[View All](#)

New Resources

See below for recently added resources:

Unlocking Potential: Results of a National Survey of Postsecondary...

Topic Areas: Correctional Education

A Reentry Education Model: Supporting Education and Career...

Topic Areas: Correctional Education

Poll Question 1: How did you hear about today's event?

- ☐ OCTAE all hands meeting
- ☐ OCTAE newsletter
- ☐ Community College Interagency Working Group meeting
- ☐ LINCS announcement
- ☐ Email announcement from a Minority Serving Institution (MSI) team member or community of practice (CoP) coach
- ☐ Other

CoP Coaches



Rikki Welch

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Poll Question 2: Which of the following best describes your primary organizational affiliation?

- ☐ 2-year institution
- ☐ 4-year institution
- ☐ Secondary institution
- ☐ Government agency
- ☐ Nonprofit organization
- ☐ Advocacy group
- ☐ Other

Poll Question 3: If you work in a MSI, to which of the following groups does your institution belong?

(Check all that apply.)

- ☐ AANAPISI—Asian American and Native American Pacific Islander Serving Institutions
- ☐ HSI—Hispanic Serving Institutions
- ☐ HBCU—Historically Black Colleges and Universities
- ☐ NASNTI—Native American Serving Nontribal Institutions
- ☐ PBI—Predominantly Black Institutions
- ☐ TCU—Tribal Colleges and Universities
- ☐ None of the above

Improving the Success of Male Students of Color in Minority-Serving Institutions

Featured Speaker

Mark Williams

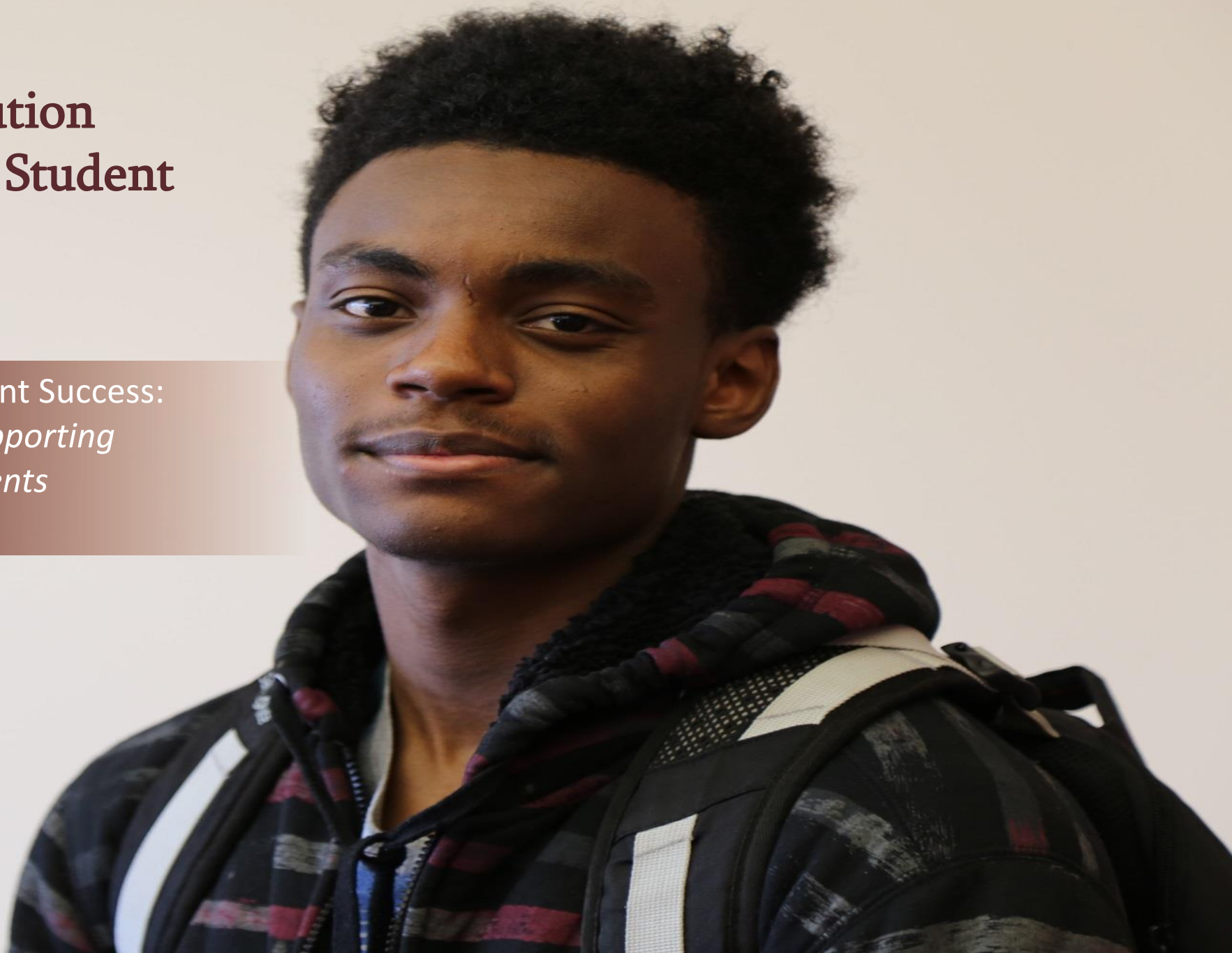
Director of Career Development and Male Student Success Initiative,
Community College of Baltimore County

2017

Minority Serving Institution Project's Minority Male Student Outreach webinar

Creating Pathways to Student Success:
*Peer perspectives on supporting
Minority Male Students*

Mark Williams, Ph.D.
Project Director, Male Student Success Initiative
The Community College of Baltimore County



Webinar Overview

- Challenges to Minority Male Initiative (MMI)
- Background and context
- Timeline
- Academic development course for black males
- Designing an academic development course for black males in high school
- Contextualized learning across instruction
- National partnerships and collaboration
- The Male Student Success Initiative (MSSI) and promising data
- Strategies - growth mindset and character strengths



What Were/Are the Challenges to MMI?

**“The complexity of the issues surrounding Black male success in college defies solutions of a singular nature”
(Strayhorn, 2008).**

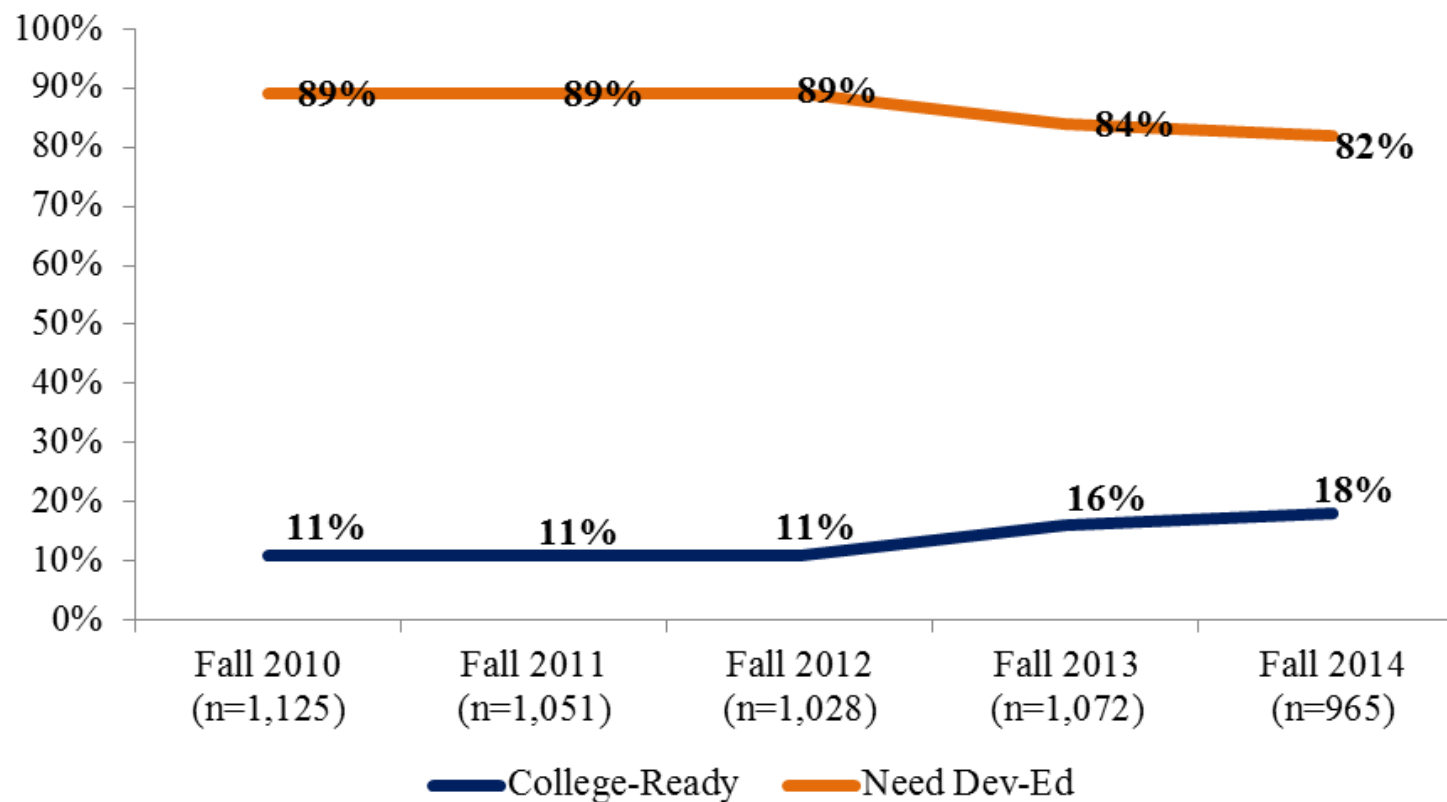
- Staff turnover
- Grant funding
- Student commitment
- Student mindset
- Campus climate
- Commitment from the institution



Background and Context

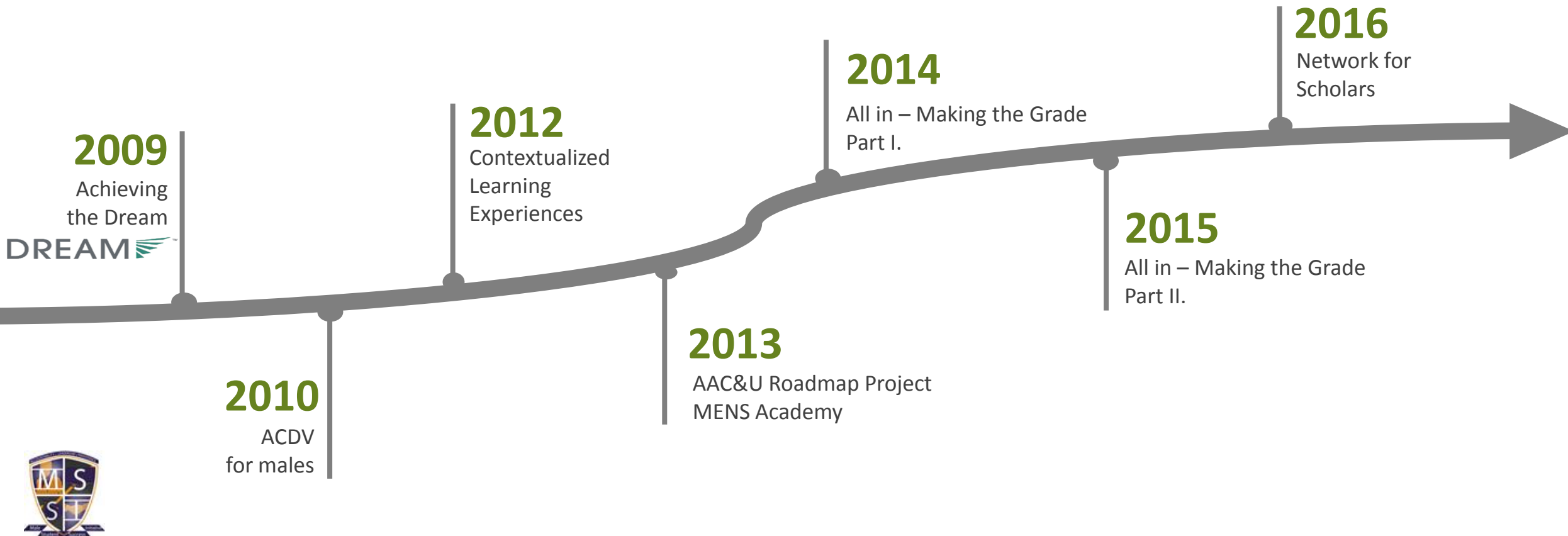
- In 2000, CCBC first identified achievement gaps between African American and white students
- Scaled the orientation course for African American males in 2010

Trend in College-Readiness and Developmental Education Needs for African-American Males, Fall 2010 - Fall 2014



How Did We Get Here?

- CCBC established four initiatives for student success designed to touch large numbers of students.
- Contextualized learning in ACDV 101 - A course built on sound evidence to support student success.



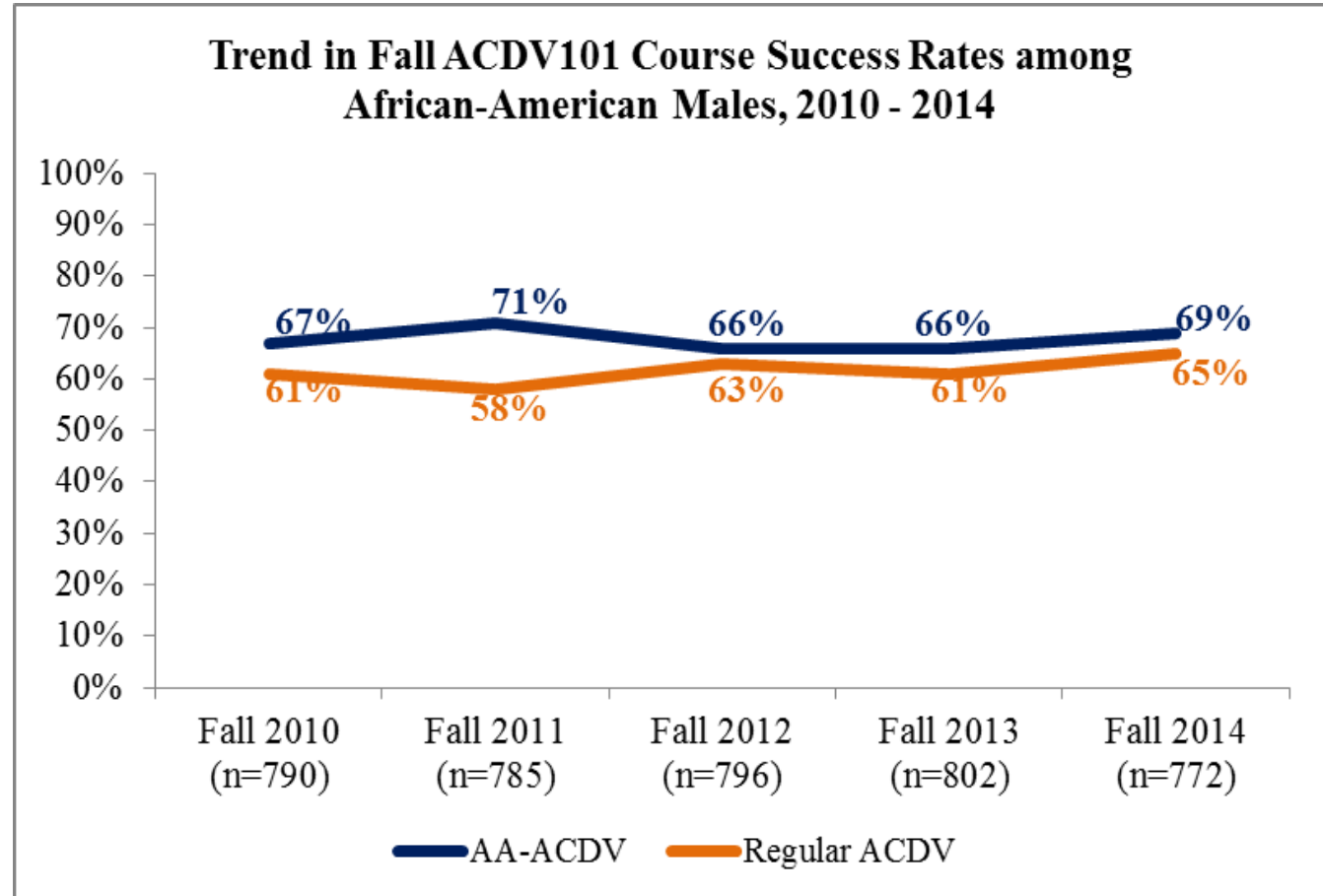
Academic Development for African American Males

Course Benefits

- Peer mentoring development
- Social capital development
- Character strengths workshops
- Accelerated English and reading LC
- Direct conversations
- Building learning strategies



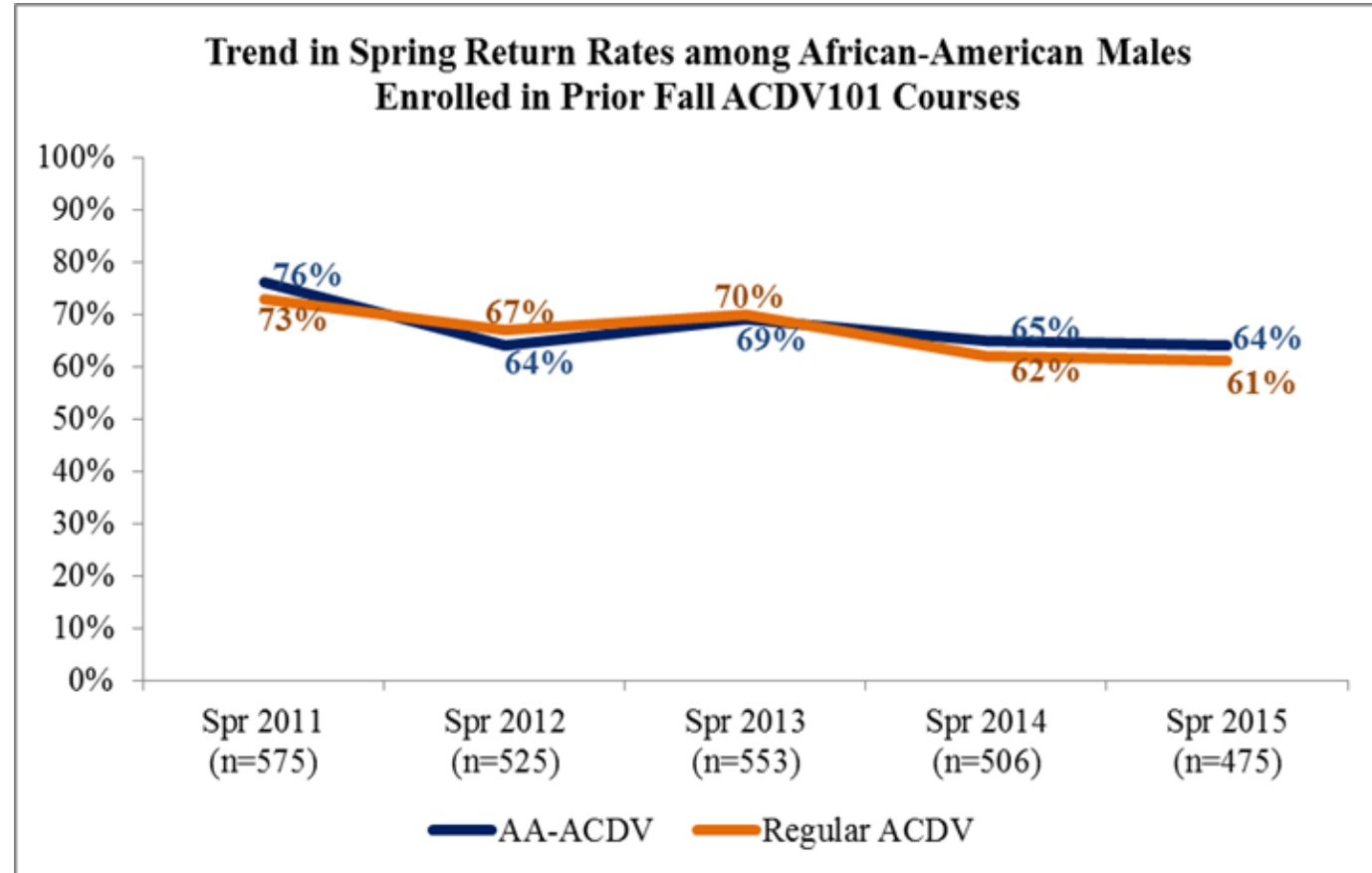
Student affairs professionals must develop out of the experience of African Americans, workable theories of student development. When traditional theories are used in working with Black students, conclusions are often reached that are not accurate" (McEwen, et al., 1990, p.134).



Academic Development for African American Males

Course Benefits

- Intrusive academic advising
- Engage in a network of mentors
- Interact with other success focused students
- Focus referral to support services
- Guided career exploration and planning



“Make connections between the reality of their lives and learning experiences in the classroom” (Kuh, et al., 2006).

Extending the Contextualized ACDV 101 Course to High School – Audience and Instructional Content

Woodlawn HS – Fall 2015

85% African American – 80% Graduation rate

6% Latino – 50% graduation rate

6% Asian – 88% graduation rate

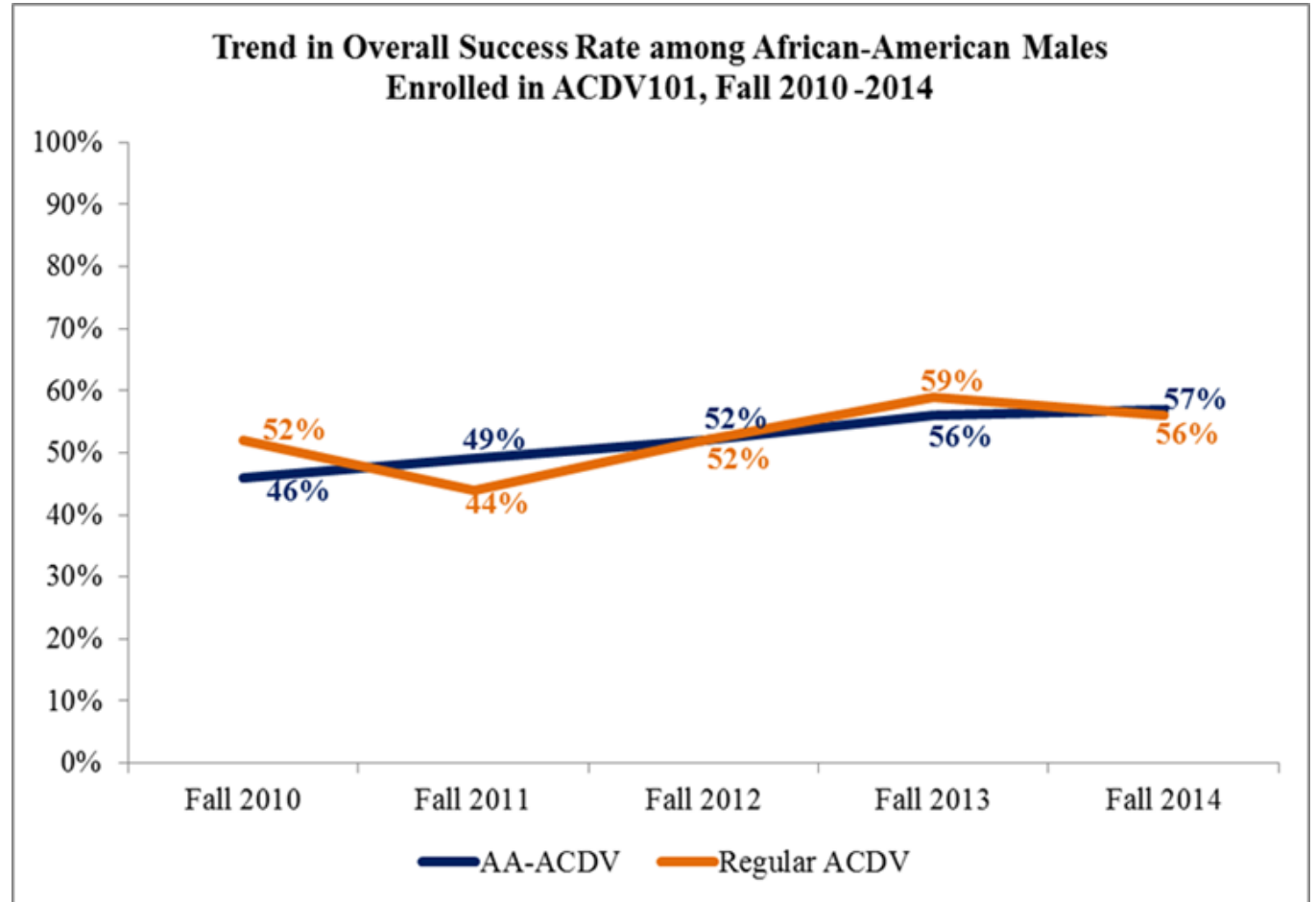
82% free or reduced lunch

Course Focus & Engagement

- Foster academic mindsets
- Provide an early staff connection at college
- Introduce students to the realities of life on campus for men of color
- Positive messaging (validation)



Baltimore County Public Schools: Data warehouse. (2013-2014). Woodlawn High: School profile. Retrieved January 19, 2016, from <http://www.bcps.org/schools/profiles/woodlawnhs.pdf>



Contextualized Learning Experience

Accelerated learning

- ALP
- ACLT
- AMP

Contextualized sections

- English
- Reading

Other instructional areas considerations

- Health
- African American Studies
- Math



ACDV101 TRANSITIONING to COLLEGE FOR African American Men

Contextualized Learning ACDV, RDNG & ENGL

The ACDV, RDNG and ENGL sections are designed to provide and infuse culturally specific content for African American Males. Teaching and learning are more meaningful and productive

ACDV 101 & E NGL ALP

The ACDV and ALP English sections are designed to provide and infuse culturally specific content for African American Males.

Teaching and learning are more meaningful and productive when curriculum content and instructional processes include a consideration of the cultures of learners.

ESSEX

ENGL ALP

Course	CRN	Section	Day	Time
ENGL 101	92286	EDB	MWF	10:10-11:05 AM
ENGL 101	94036	EYB	MWF	10:10-11:05 AM
ENGL 052	94035	EYB	MWF	11:15-12:10 PM

ACDV 101

Course	CRN	Section	Day	Time
ACDV 101	94461	EF1	MW	12:20-1:05 PM
ACDV 101	92849	EL1	T	9:35-10:50 AM
ACDV 101	92930	EL3	R	9:35-11:00 AM

CATONSVILLE

ENGL ALP

Course	CRN	Section	Day	Time
ENGL 101	90644	CXR	T/R	11:10-12:30 PM
ENGL 052	90612	CXR	T/R	12:45-2:05 PM
ENGL 101	93440	CXD	MWF	9:05-10:00 AM
ENGL 052	93436	CXD	MWF	10:10-11:05 AM

ACDV 101

Course	CRN	Section	Day	Time
ACDV 101	92884	CL1	T	9:35-10:55 AM
ACDV 101	92963	CL2	R	9:35-11:00 AM
ACDV 101	92909	CF2	MW	12:20-1:05 PM



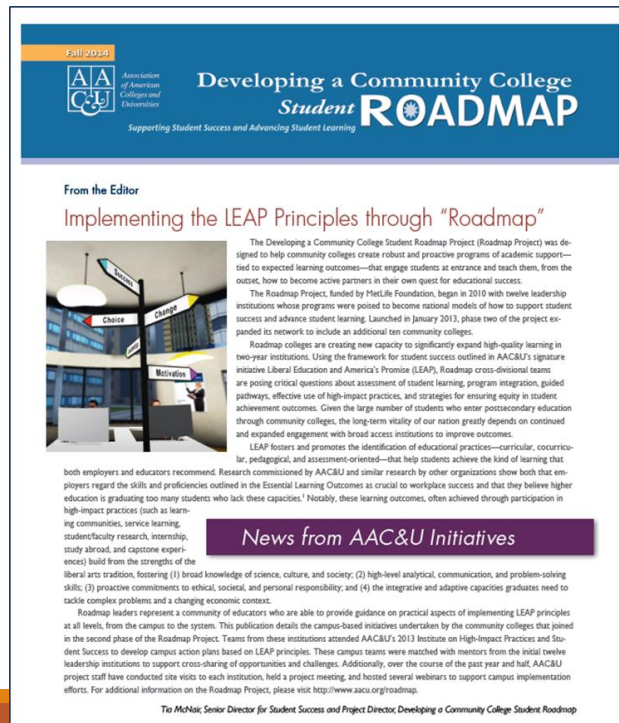
CCBC
The Community College
of Baltimore County

The incredible value of education.
www.ccbcmd.edu

AAC&U Roadmap Project Minority Male Community College Collaborative

Male Engagement Network of Scholars (MENS)

- Pre-college institute
- Accelerated English and reading
- Cultural Responsive Practices (CRP)
- Peer mentoring development
- Career counseling component



Community College Survey of Men (CCSM)

- African American males enrolled in contextualized orientation course
- Address persistence and college completion
- 15 sections, enrollment of 300 students (Fall 2013), 153 survey respondents



All-in – Making the Grade

Part I. - Eligibility criteria

- African-American male
- College-ready skill level or in need of only one developmental course
- Enrollment of nine or more credits
- Complete financial aid application (FASFA)
- Attend summer leadership orientation
- Sign contractual agreement

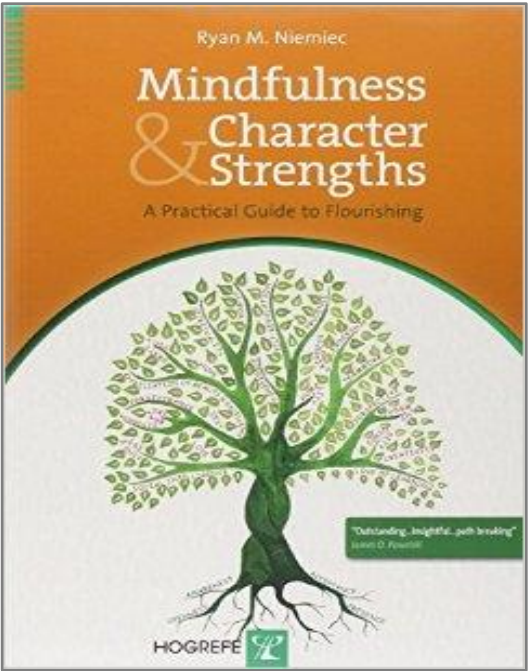
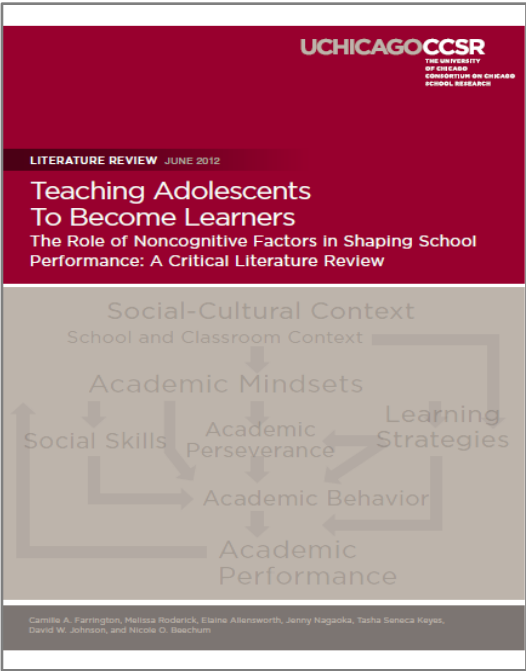
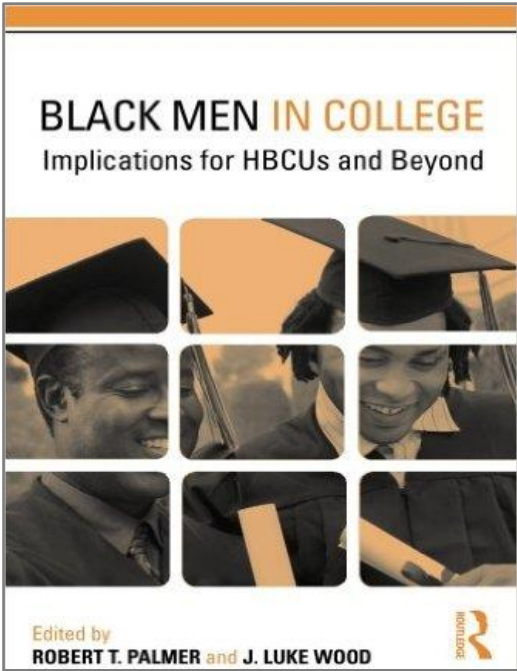
** Eligibility criteria changed in year two. In year 3, student athletes became part of the program.*

	MSSI Fall 2014	MSSI Fall 2015	MSSI Fall 2016
Participants	34	186	109
Success Rate	73%	58%	79%
Average GPA	2.17	2.25	2.42
Spring 2015 Return Rate	82%	68%	86%



Growth Mindset and Character Strengths

Knowing and applying your character strengths is a key way to practice a growth mindset.



Chapter 4: “YES, I CAN!”
Strengths-Based Approaches for
Engaging and Empowering Academically
Underprepared Black Men

The Influence of Academic
Mindset on Academic
Performance

Strengths-Based Approaches
to Career Development and
Flourishing

Successfully Engaging Minority
Males in Student Services
through Mentoring and
Outreach Initiatives



Culturally Responsive Principles

The CRT Program trains faculty and others by engaging them in self-reflective processes that allow them to convey to others—students, in particular--the need for self-reflection and self-awareness in life's ever-changing cultural contexts.

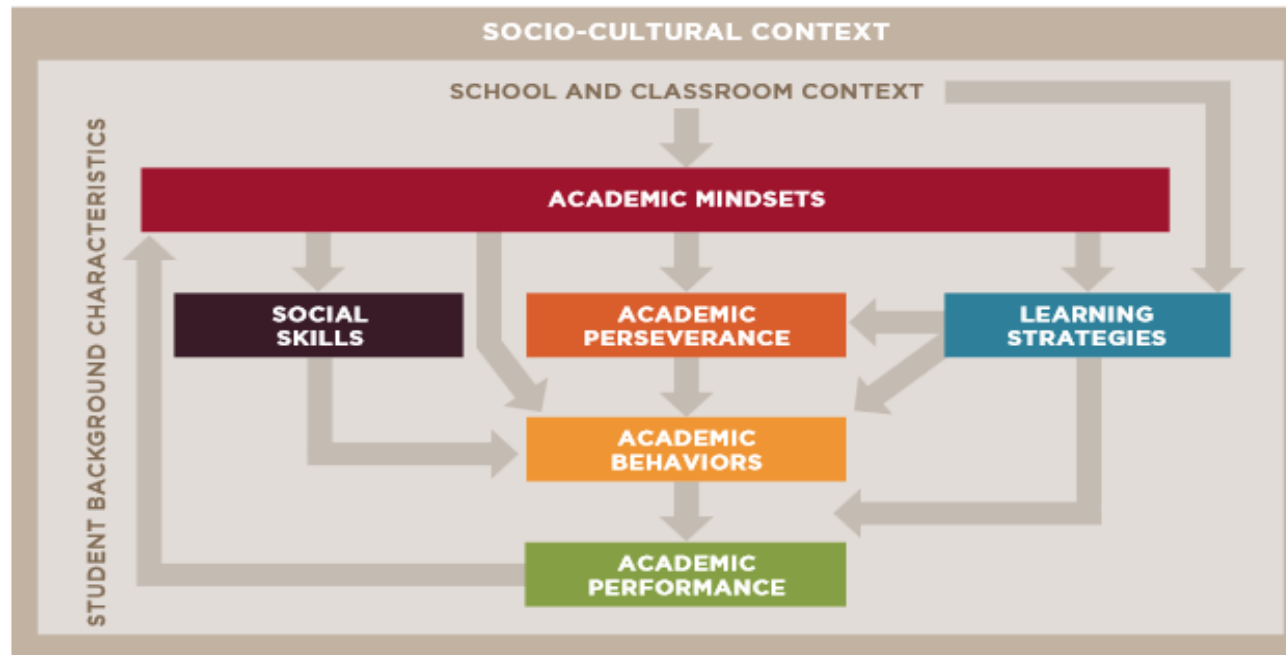


- The Meanings of Culture and Race
- “Overcoming Stereotype Threat”
- **“Culture and Mindsets of Intelligence”**
- “Social Capital, Learning, and Caring”

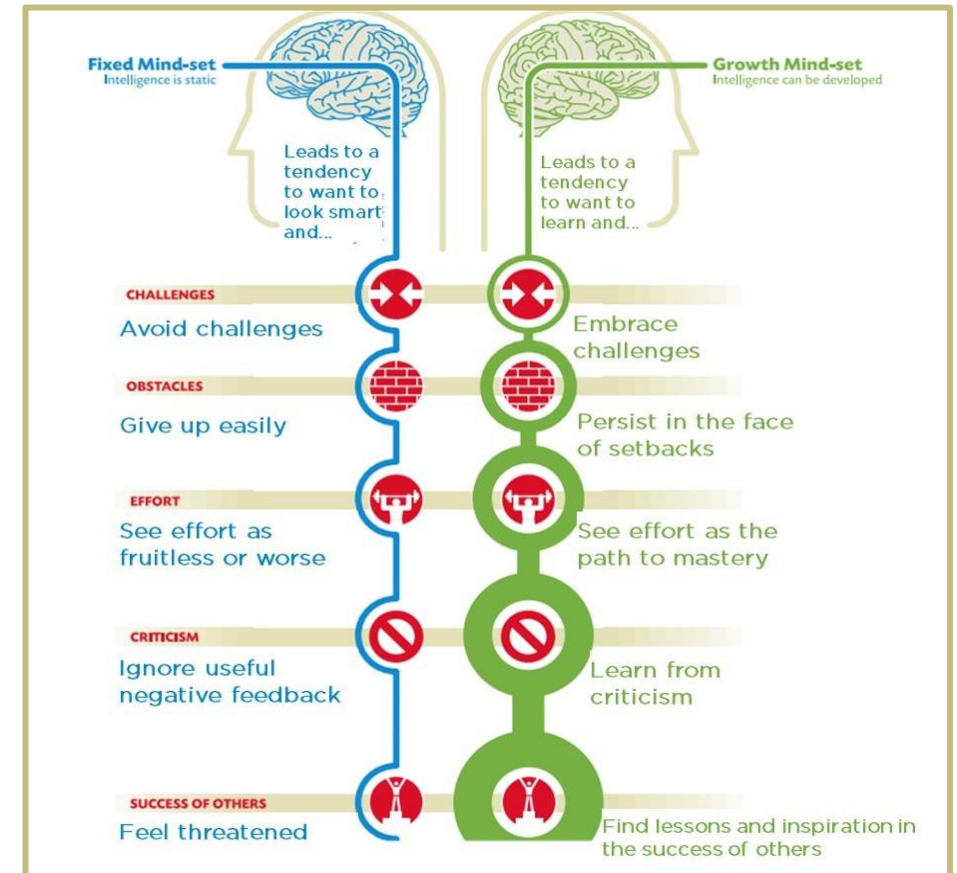


Mindset

“Culture and Mindsets of Intelligence”



<https://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf>

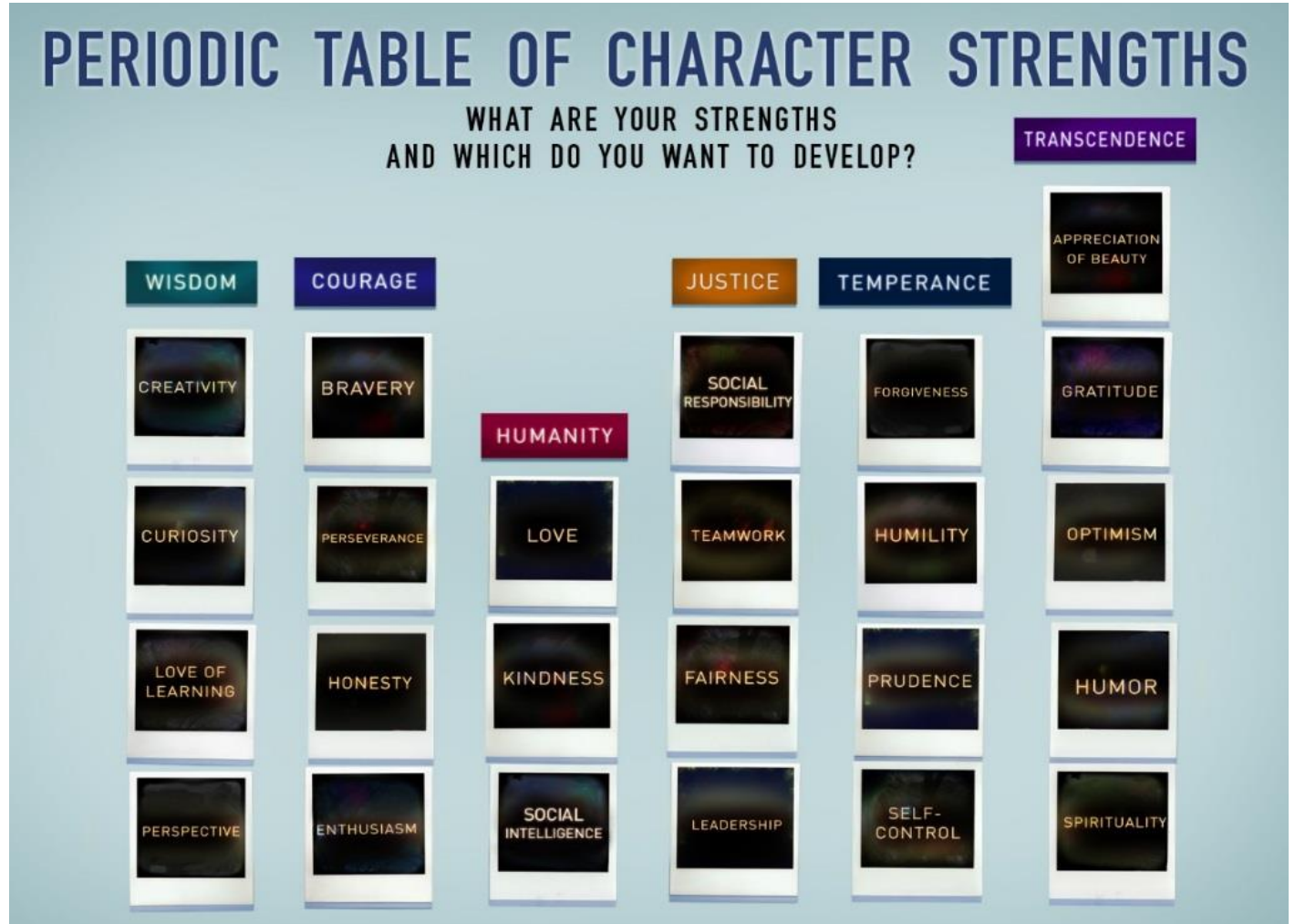


Fixed versus Growth Mindset



VIA Character Strengths

- Provides a rank-ordered list of 24 strengths
- VIA Character Strengths survey
- Strengths-based approaches vs. deficit model
- Character strengths are “who we are” (our core identity).
- We can think of strengths as positive personality characteristics.
- Character strengths are capacities for thinking, feeling, volition and behaving.
- Character strengths are not the same as: talents, interests, skills or resources.



Character Strengths

Taquan Prewitt

1. Hope

Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about.

2. Leadership

Encouraging a group of which one is a member to get things done and at the same time maintain good relations within the group; organizing group activities and seeing that they happen.

3. Honesty

Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one's feelings and actions.

4. Love

Valuing close relations with others, in particular those in which sharing & caring are reciprocated; being close to people.

5. Curiosity

Taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating; exploring and discovering.

6. Gratitude

Being aware of and thankful for the good things that happen; taking time to express thanks.

7. Prudence

Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted.

8. Creativity

Thinking of novel and productive ways to conceptualize and do things; includes artistic achievement but is not limited to it.

106 students took the VIA Character Strengths Survey

Top 5 Signature Strengths

1. Honesty (54)
2. Humor (39)
3. Judgment (36)
4. Hope (34)
5. Love (30)

Lesser-Used Strengths

1. Love of Learning (68)
2. Self-Regulation (56)
3. Forgiveness (53)
4. Appreciation of Beauty (42)
5. Spirituality (40)



Closing Remarks and Questions

- Time commitment
- Develop a foundation and start small
- Staff Development
- Data is important
- Partnerships and collaboration – locally and nationally
- Champions – internally and externally
- Commitment from institution
- Deep partnerships with faculty



2017
Minority Serving Institution
Project's Minority Male Student
Outreach webinar

Creating Pathways to Student Success:
*Peer perspectives on supporting Minority Male
Students*



Questions and Answers

Submit questions for both presenters via the chat feature

Upcoming Events

Live Twitter Chat – April 27th

- Join Dr. Williams and Dr. Marybeth Gasman (of the Penn Center for MSIs) on Twitter from 4:00-5:00pm Eastern for a follow-up discussion to this presentation.
- Follow [@RTI_EdWork](#) and participate using the hashtag [#minoritymalesupport](#)

Upcoming MSI CoP Webinars

- Using/Identifying Evidence-Based Practices for Grant Writing • May
- Using Research-Based Strategies to Increase Teaching and Learning • June
- Sustaining Communities of Practice • July

Thank You

JOIN LINC'S!

PLEASE COMPLETE THE [EVALUATION!](#)